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ABSTRACT

A special Research on Higher Education Program in Sweden is described, and a bibliography of approximately 450 studies of higher education and research is presented. Studies sponsored by the program cover four main fields: higher education and society; the content and organization of higher education; the research function; and the educational function. The percentage of grants for each of the four areas is indicated for 1971-1974, 1975-1978, 1979-1982, and 1983-1986. Percentages of grants for these time periods are also indicated for five discipline groups. The bibliography consists of higher education and research studies conducted during 1983-1986 by the research groups. Information is included on the number of publications by discipline; the type of publication (book, journal articles, papers/reports); the language (Swedish, English); and the departments/research groups conducting the research studies. Abstracts of 25 selected research projects are also provided, along with the project leader's name and address of the research group. A number of the titles in the bibliography are in Swedish. (SW)

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STUDIES OF HIGHER EDUCATION AND RESEARCH

AN OVERVIEW

The NBUC has since 1971 sponsored a special Research on Higher Education program. It has been operated on a consistently small scale, aggregate funding over a period of sixteen years amounting to some 30 Million Swedish Cronor. In the mid-1970s this program acquired a distinct character of scientific and scholarly research. Since then it has been governed by a research council consisting of professors of some of the relevant disciplines and of vice chancellors and other higher education practitioners. In this way the principal actors in the program are a number of research groups involved on a long-term basis, while the program secretariat within the NBUC is mainly concerned with administrative co-ordination. The Research program is independent. It is supported, but not controlled, by the central authority. At the same time the NBUC retains its direct control of a program of Follow-up and Policy Studies operating parallel to the Research program.

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The purpose of this research program is to enhance self-understanding in the universities and colleges: the program should be "higher education's own research into the foundations of its own activities". Its studies cover four principal fields: higher education and society; the content and organisation of higher education;the research function; and the educational function. Initially, as can be seen from **Table 1**, the main emphasis was on the first and last of these problem fields, but the late 1970s and early 1980s brought a shift of emphasis in favour of the first two fields. Today, in the mid-1980s, research is more or less equally divided between all four problem fields, while for the remainder of the decade the advisory groups anticipate somewhat less emphasis on studies of the educational function.

Table 1 Research on Higher Education 1971-86
Inputs by Areas

Problem areas	Percentage of Grants				Prediction for
	1971-74	75-78	79-82	83-86	1984-89
1. Higher education and society	39	33	38	26	30
2. Content and organization	16	38	30	29	30
3. The research function	2	21	19	24	25
4. The educational function	43	18	13	21	15

The program's studies of higher education and research are based on inputs in various disciplines. The researchers engaged are humanists or social scientists. It is the ways of asking and answering questions in such disciplinary fields that are expected to broaden and deepen the analysis and understanding of the phenomena of higher education and research. The topics of study, on the other hand, frequently belong to the realm of the natural sciences, as in the case of current studies of research training in biology and physics, the establishment and build-up of interest in technical education, how medical schools teach the professional role of physicians, and so on.

The limited resources available for this program have been concentrated on encouraging a few researchers in each of the disciplines involved to apply the perspectives, theories, and concepts of their science to long-term, cumulative research into different aspects of university and other higher education activities. One important lesson learned from this program, in fact, is that this theoretical development must proceed on a multidisciplinary rather than an interdisciplinary basis.

To begin with, studies focused mainly on students and the educational organisation. This mainly involved such sciences as psychology, pedagogics/education and, to some extent, economics. The emphasis of the program has gradually shifted to studies of research and the actual content of higher education and research activities. In this way increasing importance has come to be attached to such disciplines as philosophy, history, the history of ideas, theory of science, sociology and political science (see **Table 2**). The program has hitherto established two six-year research appointments, one at the Department of History at Uppsala, and one at the Department of Political Science, University of Stockholm. Appointments of this kind further emphasise the independent research character of the program.

Table 2 Research on Higher Education 1971-86
Inputs by Disciplines

Disciplines	Percentage of Grants				Prediction for
	1971-74	75-78	79-82	82-86	1984-89
Philosophy, history, history of ideas, theory of science	2	18	22	46	30
Economic history economics, geography	9	16	-	7	-
Education, psychology	70	39	52	24	35
Sociology, social anthropology	18	7	8	12	15
Political science	1	20	18	11	20

CONTENTS

This overview bulletin provides only a very brief description of the content of the program. The latest publications by the research groups are listed in Appendix 1 (pp.8-38), while Appendix 2 (pp.39-53) contains short descriptions of a selection of studies now in progress. Those wishing to find out more about the projects can get in touch with the researchers concerned or else study the special newsletters obtainable from the program secretariat at the NBUC.

The list of publications in App. 1 refers to the last four years of the 16 for which the program has existed. It includes everything presented by the research groups in the way of studies relating to or connected with higher education and research, though not all these activities have been funded through the program; some of them have also been supported from other research funds or out of the regular university budget. A selection of pre-1983 publications will be found in Neave-Jenkinson (1983) **Research on Higher Education in Sweden. An Analysis and an Evaluation** (pp.90-102).

The focus and character of publishing activities have been analysed in Tables 3-5. **Table 3** shows the extent to which the various disciplines are involved in the program's four problem fields.

Table 3 Research groups' publications, 1983-86
By problem areas

Disciplines	No. publications				Total	%
	Area 1	Area 2	Area 3	Area 4		
Philosophy, history, history of ideas, theory of science	19	39	55	17	130	29
Economic history, economics, geography	12	3	1	-	16	4
Education, psychology	26	8	19	66	119	26
Sociology, social anthropology	26	22	6	-	54	12
Political science	26	50	26	-	102	23
Others	24	-	-	4	28	6
Total	133	122	107	87	449	100

Table 4 shows the journal article to be the commonest form of publication. The essays have being published in more than 50 different journals, divided more or less equally between Swedish and foreign. Most of these are well-known learned journals, which guarantees peer control and active participation in the international research community. A smaller but growing proportion of articles are printed in popular scientific journals and daily papers. This secondary form of publication, with researchers contributing critical viewpoints to the ongoing debate on higher education and research policies, is of course another very important output from the program.

Table 4 Research groups' publications, 1983-86
Form and language

Disciplines	Books	Journal articles	Papers, reports	Language	
				Swedish	English
Philosophy, history, history of ideas, theory of science	17	88	25	79	51
Economic history, economics, geography	4	10	2	11	5
Education, psychology	16	63	41	63	57
Sociology, social anthropology	8	37	9	25	29
Political science	11	79	11	48	53
Others	4	24	-	17	11
Total	60	301	88	243	206

The papers and reports category comprises "pre-publication drafts", papers for scientific conferences and reports put out as occasional papers by the various university departments. These documents are usually printed after a certain amount of revision. It will be seen that there is a more or less equal balance between international and Swedish publishing. Apart from the project descriptions and other essays included in the newsletter series put out by the program secretariat, publishing takes place entirely under the researchers' own auspices. But the program subsidises the cost to researchers of language checking/translation, printing etc., on the same lines as the research councils.

Table 5 Research on Higher Education 1983-86
Publishing by departments/research groups

Disciplines	Göteborg	Lund	Stockholm	Uppsala	Umeå	Total
Philosophy		13	2	9		24
History		1		22		23
History of ideas	23		2		1	26
Theory of science	40					40
Economic history		9				9
Economics		2	1			3
Education	64	1	5	12	11	93
Psychology	18	7				25
Sociology	6	36	1	1	1	45
Political science			76		19	95
Others						30
Foreign authors						36
Total	151	69	87	44	32	449

Table 5, finally, shows that publishing in recent years has come mainly from a small number of research groups. Eight departments, for example, account for nearly three-quarters of the listed publications of Swedish researchers. This demonstrates the importance of durable research funding, since - and this is not apparent from the Table - the five most productive research groups have received between eight and fifteen years' support in the program.

Thus the greatest benefit conferred by the Research on Higher Education program is that it gives a number of chosen researchers the time to work long and thoroughly in this problem field. The good effects of their work can also be augmented through the collaboration taking place under the program across disciplinary boundaries in Sweden and with the internationally most important research in this field. The national and international seminars and conferences which are organised play an important part in the work of the program. During the past year, for example, a major conference was held on the subject of "Information Technology and Knowledge Questions of Higher Education", as well as a research seminar on "Disciplinary Perspectives on Higher Education and Research".

In June 1987 the program will be organising its fourth major international conference, "Higher Education: Creativity, Legitimation and Systems Transformation". As with previous international conferences, the plan is for participation to be more or less evenly divided between international researchers, Swedish researchers and Swedish practitioners. The conference will operate in three groups, dealing respectively with (1) The Development of University and other Higher Education Systems: Historical and Comparative Perspectives, (2) Basic Units and Creative Environments in Higher Education, and (3) Higher Education, Professionalisation, and the Role of Intellectuals.

Eskil Björklund
November, 1986

Appendix 1

STUDIES OF HIGHER EDUCATION AND RESEARCH

Publications of the program's research groups 1983-86

1. **Higher Education and Society**

Beckman, Svante (1986) "Mellan apa och maskin", i: G. Bergendal (red.), op.cit./Between ape and machine/.

Bergendal, Gunnar (1983) "Higher Education and Knowledge Policies. A Personal View", **Journal of Higher Education**, Vol 54, No 6.

Bergendal, Gunnar (ed) (1983) **Knowledge and Higher Education. A series of colloquia** (Stockholm, Almqvist & Wiksell International)

Bergendal, Gunnar (1983) "Knowledge in a Free Society", in: **Grundtvig's Ideas in North America, Influences and Parallels** (Köpenhamn, Det Danske Selskab).

Bergendal, Gunnar (1983) "Metodik, didaktik, retorik", **Nämnaren**, nr 2, 49-52 /Methodology, didactics, the rhetorics /

Bergendal, Gunnar (1984) "Arbetets kunskap och högskolans. Några reflexioner kring reformer av högskolan", i: K. Abrahamsson (red) **Bildningssyn och utbildningsreformer** (Stockholm, Liber Utbildningsförlaget)/The knowledge of work and of higher education. Reflections on reforms of higher education/

Bergendal, Gunnar (1984) "Higher Education. Impact on Society", in: **International Encyclopedia of Education** (Oxford, Pergamon Press).

Bergendal, Gunnar (ed) (1984) **Knowledge Policies and the Traditions of Higher Education** (Stockholm, Almqvist & Wiksell International).

Bergendal, Gunnar (1984) "Are Universities Enough?", in: G. Bergendal (ed) op. cit., 115-132.

Bergendal, Gunnar (1984) "Science as Dequalification", in: G. Bergendal (ed) op. cit., 24-30.

Bergendal, Gunnar (1984) "Several Dimensions - or Only One?", in: G. Bergendal (ed) op. cit., 71-83

Bergendal, Gunnar (1984) "Simplicity or multiplicity? A Swede's outlook on higher education", **European Journal of Education**, Vol 19.

Bergendal, Gunnar (1985) **Bildningens villkor** (Lund, Studentlitteratur) /The conditions of education and culture/.

Bergendal, Gunnar (red) (1986)**Information och kunskap** (Lund, Studentlitteratur)/Information and knowledge in higher education/.
Bergendal, Gunnar (1986) "Kunskap och datorer", i: G. Bergendal (red), op.cit. /Knowledge and computers/

Bergendal, Gunnar (1986) "Omdömets skolning", i: G. Bergendal (red.), op.cit./The schooling of Judgement/.

Berner, Boel (1983) Women, Power and Ideology in Technical Education and Work. Paper presented at the IUC conference on Science, technology and everyday life, Dubrovnik.

Berner, Boel (1984) "New Technology and Women's Education in Sweden", in: S. Acker et al (eds) **World Yearbook of Education 1984**, 226-239 (London, Kogan Page).

Berner, Boel (1984) Review of "C. Cockburn, Brothers, Male Dominance and Technological Change", **Theory and Society**, 13, 6, 882-888.

Berner, Boel (1984) "Women, Technology and the Division of Labour. What is the Role of Education", **Tidskrift för Nordisk Förening för Pedagogisk Forskning**, nr 2.

Berner, Boel (1985) Den komplicerade kvalifikationen. Tankar och resultat från franska arbetslivsforskning, Sociologiska institutionen, Lunds universitet /The complicated qualification. Thoughts and results from French studies of working life/.

Berner, Boel (1986) "Sociology, Technology, and Work" in: U. Himmelstrand (ed) **The Social Reproduction of Organization and Culture** (London, Sage), pp 88-115.

Berner, Boel (forthcoming) "System, kultur, komplex. Teknikens sociala sammanhang", i: U. Bergryd (red)**Den sociologiska fantasin** (Stockholm, Rabén & Sjögren, in press) /System, culture, complex. The social relations of technology/.

Berner, Boel (forthcoming) "Konstruktionsarbete under hundra år", I: B. Sundin (red)**I teknikens backspegel**(Stockholm, Carlssons, in press)/ Construction work during 100 years/

Berner, Boel (forthcoming) "Får civilingenjören ha civilkurage?", i: Ingenjörer mot kärnvapen (red)**Antologi om ingenjörsetik**(Lund, Bokbox)/ Is moral courage encouraged among engineers?/

Björnsson, Anders (1984) "Intellectuals and Power or the Power of Intellectuals?" A Conference report. **Swedish Research on Higher Education**, 1984:4.

Böhme, Gernot (1983) "Non-Scientific Traditions in Higher Education", in: G. Bergendal (ed) op. cit., 17-46.

Böhme, Gernot (1984) "The Knowledge-Structure of Society", in: G. Bergendal (ed) op. cit., 5-17.

Christensen, Anna (1986) "Normalitet och nytta", i: G. Bergendal (red), op.cit. /Normality and usefulness/.

Dahlgren, Lars Owe (1984) "Higher Education - Impact on Students", in: **International Encyclopedia of Education** (Oxford, Pergamon Press).
Dahlgren, Lars Owe (forthcoming) **Towards a Grammer of Academic Thought** (to be published in 1987).

Dahlgren, Lars Owe & Pramling, Ingrid (1983) Higher education through the looking glass of working life experience. Paper presented at the 4th EARDHE Congress, Frankfurt.

Dahlgren, Lars Owe & Pramling, Ingrid (1985) "Conceptions of knowledge, professionalism and contemporary problems in some academic subcultures", **Studies in Higher Education**, 10,2.

Dahlström, Edmund (1987) "Popular Beliefs and the Intellectual Power of Dominant Ideas. A Conceptual Analysis", in: Ron Eyerman et al (eds) op. cit.

Disco, Cornelis (1987) "Intellectuals in advanced capitalism. Capital, closure and the new class thesis", in: Ron Eyerman et al (eds) op. cit.

Eide, Kjell (1986) "Utbildning och informationsteknologi", i: G. Bergendal (red), op.cit. /Education and information technology/.

Eyerman, Ron, Svensson, Lennart G, Söderqvist, Thomas (eds) (1987) **Intellectuals, Universities, and the State in Modern Western Societies** (Berkeley, University of California Press).

Franke-Wikberg, Sigbrit (1983) "Långsiktiga personlighetsdanande effekter av högre utbildning", i: L. Beckman & A.G. Svensson (red) **Högskolans inre arbete** (Umeå universitet) /Long term effects of higher education on personal development/

Franke-Wikberg, Sigbrit (1983) "Teoriinriktad utvärdering - ett fruktbart alternativ för en pedagogisk utvärderare?" **Forskning om utbildning**, 1983:3 /Theory-directed approach to evaluation - a productive alternative for an educational evaluator?/

Franke-Wikberg, Sigbrit & Hult, Agneta (1985) Långsiktiga effekter av högre utbildning - De "rätta" föreställningarna som förberedelse för yrkesliv. Manus. Pedagogiska institutionen, Umeå universitet /Long term effects of higher education. The "right" conceptions as a preparation for the profession/

Franke-Wikberg, Sigbrit & Hult, Agneta (1985) Professionalization and education - The proper notions as a preparation for work. Paper presented at AERA Annual Meeting, Chicago, March, 1985-03-31--April 04-04.

Franke-Wikberg, Sigbrit & Zetterström, Bo-Olof (1983) "From Ideas on Quality of Education to Ideas as Quality of Education", in: G. Framhein & J. Langer (eds) **Student und Studium in Internationalen Vergleich** (Klagenfurt, Kärntner Universitäts Druckerei).

Fridjonsdottir, Katrin (1984) "Regis Debray om de intellektuella och makten",**Zenit**, 85/Regis Debray on the intellectuals and power/.

Fridjonsdottir, Katrin (1987) "The modern intellectual: In power or disarmed?" in: Ron Eyerman et al (eds) op. cit.

Furåker, Bengt (1987) "The future of the intelligentsia under capitalism", in: Ron Eyerman et al (eds) op. cit.

Fägerlind, Ingemar (forthcoming)**Utbildningsreformernas jämlikhetsskapande effekt**(to be published in 1987) /The equalizing effect of educational reforms/.

Gabriels, A. & Björkdahl, S. (1983) LING-projektens enkät 1980: Klassifikationssystem för svar på enkätens öppna frågor jämte en indelning i boenderegioner. Pedagogiska institutionen, Göteborgs universitet, 1983:07 /Classification system for answers to open survey questions/

Gesser, Bengt (1983) Till frågan om utbildning och arbetsdelning. Arbetsgruppen i arbetslivssociologi. Sociologiska institutionen, Lunds universitet, dec 1983 /To the question on education and division of labour/

Gesser, Bengt (1984) Rationalization: Knowledge, Function reproduction and Swedish Universities. Berkeley, University of California, Center for Studies in Higher Education, Occasional Papers.

Gesser, Bengt (1984) Students: Education and Politics. Berkeley, University of California, Center for Studies in Higher Education, Occasional Papers.

Gesser, Bengt (1985) "Aspects of Education and Division of Labour", **Swedish Research on Higher Education**, 1985:5.

Gesser, Bengt (1985) **Utbildning - Jämlikhet - Arbetsdelning** (Lund, Arkiv) /Education - Equality - Division of labour/

Gesser, Bengt (1986) "Career and the historical moment. Students in Lund after 17 and 25 years",**Swedish Research on Higher Education**, 1986:2.

Gesser, Bengt (1986) "From Robinsonade to Marionette - Sociology of Education in Sweden", in: U. Himmelstrand (ed)**Sociology. The Aftermath of Crisis** (London, Sage).

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Hult, Agneta (forthcoming) Vad är att göra? En undersökning av föreställningar om yrkesfunktion hos olika högskolestuderande (dissertation to be presented in (1987) /What is to do? A study of university students conceptions of professional functions/.

Härnqvist, Kjell (1984) An empirical study of long-term effects of education. 1st International Conference on Education in the '90s in Tel Aviv, December 1984.

Härnqvist, Kjell (1984) LING-projektens enkät: Loglineära analyser av enkätsvarens samband med utbildningsnivå, intelligens och social bakgrund. Pedagogiska institutionen, Göteborgs universitet /Log linear analyses of questionnaire answers' relation to level of education, intelligence and social background/

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Ingelstam, Lars (1986) "Makten över kunskapen, makten över informationen", i: G. Bergendal (red), op.cit. /The power of knowledge, the power of information/.

Israel, Joachim (1983) "Knowledge and Culture", in: G. Bergendal (ed) op. cit., 119-170.

Josefson, Ingela (1986) "Människobild och kunskapssyn i sjukvården", i: G. Bergendal (red), op.cit. /Conceptions of man and of knowledge in health care/.

Levy, Carl (1987) "Socialism and the educated middle classes in Europe 1870-1914", in: Ron Eyerman et al (eds), op. cit.

Lindensjö, Bo (1983) "Makten, politiken och demokratin", **Svenska Dagbladet**, 17 maj /Power, politics, and democracy/

Lindensjö, Bo (1983) "Den organiserade demokratin", **Administrationstema**, 2 /The organized democracy/

Lindensjö, Bo (1983) "På vad beror välfärdsstatens kris?", **Svenska Dagbladet**, 18 oktober /What caused the crisis of the welfare state?/

Lindensjö, Bo (1983) "Den segmenterade staten, om den offentliga politikens räckvidd", i: K. Abrahamsson & D. Ramström (red) **Den gränslösa statsförvaltningen** (Lund: Studentlitteratur) /The segmented state. On the limits of public policy/

Lindensjö, Bo (1983) "Sverige i olag. Allmänintresse under omprövning", **Häften för Kritiska Studier**, 2 /Sweden disorganized. Public interest reconsidered/

Lindensjö, Bo (1983) "Välfärdsstatens problem blottläggs", **Tiden**, 10 /The problems of the welfare state uncovered/

Lindensjö, Bo (1984) "Är välfärdsstaten oåterkallelig?", **Svenska Dagbladet**, 18 januari /Is the welfare state irrevocable/

Lindensjö, Bo (1984) "Den dolda kompromissen", **Skeptron**, 1, 82-108 /The hidden compromise/

Lindensjö, Bo (1984) "Folkhemmets filosofi", **Svenska Dagbladet**, 16 mars /The philosophy of the people's home/

Lindensjö, Bo (1984) "Rationalitet och politik", **Svenska Dagbladet**, 5 oktober /Rationality and politics/

Lindensjö, Bo (1984) "Den politiska styrningens gränser", **Svenska Dagbladet**, 31 augusti /The limits of political management/.

Lindensjö, Bo (1985) "Neokorporatismen - tolkningar, problem", **Svenska Dagbladet**, 25 april /Neocorporatism - problems, interpretations/

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Lindensjö, Bo (1986) "Makten över den goda smaken",**Svenska Dagbladet**, 7 maj /The power of good taste/.

Lindensjö, Bo (1986) "Välfärdsstaten och framtiden", **Nittonhundraåttionio**, 2 /The welfare state and the future/.

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Lindensjö, Bo & Broady, Donald (1983) "Att investera i makt", **Administrationstema**, 2 /To invest in power/

Lindensjö, Bo & Lundgren, Ulf P (1983) "Att utvärdera utvärdering", **Forskning om Utbildning**, 2 /To evaluate evaluation/

Lindensjö, Bo, Lundgren, Ulf (1984) "Assessment of models in evaluation research", in: C. Eklund, G. Hermerén (eds)**Evaluation Research** (Lund, Mura-projektet, Filosofiska institutionen, Lunds Universitet)).

Lindensjö, Bo & Lundgren, Ulf P. (1986) "Att skilja det goda från det dåliga", i: Ingar Palmlund (red) **Utvärdering av offentlig verksamhet** (Stockholm, Liber) /To separate good from bad/

Lindensjö, Bo, Lundgren, Ulf (1986)**Politisk styrning och utbildningsreformer** (Stockholm, Liber) /Political governance and educational reforms/.

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Martin, Bill, Szelenyi, Ivan (1987) "Theories of cultural capital and beyond", in: Ron Eyerman, et al (eds), op. cit.

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Molander, Bengt (1986) "Veta och säga: medspråk, motspråk och språkgärnser", i: G. Bergendal (red.), op.cit. /Knowing and saying. On languages and borders between languages/.

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STUDIES OF HIGHER EDUCATION AND RESEARCH

Selected on-going projects

1. Higher Education and Society

UNIVERSITY STUDIES AND CONCEPT OF REALITY - A STUDY OF EFFECTS OF EDUCATION

Department of Education
University of Gothenburg
Box 1010
S-431 26 MÖLNDAL Sweden

Project leader: Associate Professor Lars Owe Dahlgren

Project period: 1977-84

Abstract: The project investigates the extent and duration of the socialisation of ideas in higher education. The professional trainings included in the investigation are medicine, technology, psychology and economics. The method used is the longitudinal one, with interviews before, during, and at the end of the study years. The project's ambition is to describe perspectives applied and conceptions held when disentangling problems of a general nature (e.g. learning, studies, professionalism) as well as more specific problems within their own field of study. - To be published in 1987.

LONG-TERM EFFECTS OF HIGHER EDUCATION

Department of Education
University of Umeå
S-901 87 UMEA Sweden

Project leader: Professor Sigbrit Franke-Wikberg

Project period: 1977-84

Abstract: The project aims to understand the different sorts of perception entertained by students about their working life, and how this is affected by different educational experiences. The researchers have followed students from four training programs namely medicine, engineering, psychology and economics throughout their university years. By examining the way students think and argue about their educational experiences, their future occupations and problems relating to these sectors, the researchers endeavour to assess the differences between these four types of educational experience. The method used has been repeated in-depth interviewing, over a long period, with a selected sample of students. - To be published in 1987.

LONG-TERM EFFECTS OF EDUCATION AMONG POST-SECONDARY STUDENTS

Department of Education
University of Gothenburg
Box 1010
S-4431 26 MÖLNDAL Sweden

Project leader: Professor Kjell Härnqvist

Project period: 1979-84

Abstract: This project forms part of a wider programme being jointly pursued in the Department of Educational Research at the University of Gothenburg, and it makes use of a growing body of empirical data associated with that programme. Its aim is to study the educational background of selected groups of graduate and undergraduate students and its consequenses for their subsequent careers. The methods of the inquiry are postal questionnaire and survey followed by in-depth interviews with selected respondents. - To be published in 1987.

WORKING LIFE, EDUCATION AND PLANNING

Department of Political Science and
Department of Educational Research
Stockholm Institute of Education
P.O. Box 34103
S-100 26 STOCKHOLM Sweden

Project leader: Dr. Bo Lindensjö

Project period: 1981-85

Abstract: This project examines public policy which links higher education with working life, with attention to the implementation as well as the formulation stages of policy development. Plans made by authorities and planning agencies in this domain will be analysed to see whether they present a uniform policy, whether they are mutually consistant. The study of implementation will be comparative and deal with different types of higher education - traditional studies and new higher education programmes. - To be published in 1987.

TECHNICAL KNOWLEDGE AND VOCATIONAL IDENTITY

Department of Sociology
University of Lund
Box 114
S-221 00 LUND Sweden

Project leader: Boel Berner

Project period: 1982-88

Abstract: The project investigates the contents and transmission of technical knowledge at upper-secondary and university levels. The project will analyse the qualification process with the aid of three concepts: technical competence, technical/ professional values, and technical culture, which relate respectively to cognitive learning, discipline, and world views imparted by technical education. The changing boundaries between different kinds and levels of technical competence are analysed with the help of historical material. The investigation is based on observations and interviews at several upper-secondary schools and institutes of technology, and on the analysis of statistical material, essays, curricula, historical and documentary material.

KNOWLEDGE, ATTITUDES AND VALUES IN COMPUTER PROGRAMMING

Department of Technology and Social Change
University of Linköping
S-581 83 LINKÖPING Sweden

Project leader: Professor Lars Ingelstam

Project period: 1983-85

Abstract: Knowledge production processes, at all levels, will be faced with far-reaching demands for understanding and competences posed by computerisation. These demands have long-term implications for higher education.

The purpose of the project is to increase our understanding of the interaction of technology, knowledge, attitudes and values in the programming of computers. It will investigate such characteristics of information technolgies as formalisation, predetermination and restrictions of flexibility, how different types of knowledge about programming are developed and transmitted and how programming work is influenced by knowledge, attitudes and values.

THE LABOUR MARKET AND STRUCTURAL CHANGE. HIGHER EDUCATION AS CLASSIFICATION?

Department of Economic History
University of Lund
Finngatan 16
S-223 62 LUND Sweden

Project leader: Associate Professor Rolf Ohlsson

Project period: 1984-87

Abstract: The object of the present study is to answer the following three questions in the light of various theories concerning the functions of education and the structure of the labour market. (1) Have the changes in the structure of employment in the post-war era had the effect that employers devote less importance to the cognitive elements of higher education and instead give priority to its classification function? (2) If so, what have been the basic economic changes underlying such a change of attitude? (3) How far has the higher education system been adapted to these possible changes in the national economy and in the attitudes to the functions of education?

This will involve, firstly, charting the transformation of Swedish industry during the post-war era, with particular emphasis on changes in the structure of occupations and professions. A variety of approaches will then be tested (human-capital and filter/sorting approaches respectively) in order to ascertain the extent to which industry has given priority to the cognitive and sorting functions of education respectively.

Secondly, various underlying factors will be investigated which can be presumed to have influenced the occupational structure and higher education with it. In particular, a study will be made of the manner in which the conditions bringing about the rapid economic growth of the 1950s and 1960s were transformed in the 1970s, as regards investment patterns, technical progress and labour market conditions.

In order to answer the third of our main questions, we will take as our starting point the intentions expressed in travaux préparatoires, comments by official bodies and organisations on the proposals put forward by Government Commissions, the reports presented by the Commissions themselves etc., with regard to the reforms of university and other higher education introduced during the post-war era. These original intentions will then be compared with the actual transformation of higher education.

KNOWLEDGE AND EDUCATION. A HUNDRED YEARS OF COMPETENCE LEGITIMATION

Department of History
Uppsala University
S:t Larsgatan 2
S-752 20 Uppsala Sweden

Project leader: Professor Rolf Torstendahl
Project period: 1984-90

Abstract: The purpose of this study is to investigate the relationship between actual acquired capacity for solving certain problems and an acknowledged, possibly legalised competence for solving such problems. The initial hypothesis is that no fixed relation exists between knowledge and education in this sense. The intention is for the project to test the theory that the education system bears a definite relation to the economic structure of society, in such a way that knowledge rather than formal competence can come to the fore once the structure of the education system has been adjusted to the change.

The plan is to investigate the relationship between knowledge and education in two main surveys. One of these is intended as a comparative study on a European basis and will involve a comparison of career conditions and degrees for engineering training in Sweden, France and Germany between 1880 and 1980. The engineers to be investigated come from three educational institutions of comparable but still slightly different design, viz. the Royal Institute of Technology (Stockholm), Ecole centrale des arts et manufactures (Paris), and Technische Hochschule/Technische Universität (Berlin). In general terms, all three of these establishments have a high standard of education during the period under review. The main variables, therefore, are the individual level of marks and economic structure, and the intention is to investigate whether the engineers' careers (measured in a few categories) have been decided by the individual level of knowledge (measured in marks) or the general educational level, and whether these conditions changed with the passing of time in step with the transformation of economic structure.

In a second investigation, an intensive study will be made of working processes and educational conditions at a variety of workplaces and within a couple of different occupational groups, so as to be able to study processes of professionalisation and associated monopolisation tendencies regarding formal competence. This investigation is also expected to employ a historical perspective on changes of economic structure.

CAREER AND THE HISTORICAL MOMENT. STUDENTS IN LUND AFTER 17 AND 25 YEARS

Department of Sociology
University of Lund
Box 114
S-221 00 Lund, Sweden

Project leaders: Associate Professor Bengt Gesser and Research Assistant Lillemor Lindgren

Project period: 1985-89

Abstract: A follow-up study of newly matriculated students was done in the Autumn terms of 1960 and 1968, respectively, at the Philosophical Faculty of the University of Lund. The present investigation follows these student groups from the 60.s up till to-day, analyzing career choices and actual occupations by the Autumn of 1985. Generally, our aim is to illuminate, through the investigation, the relations between historical situation and individual careers.

Education at a philosophical faculty often constitutes a reproductive mechanism for employment within what could be called the public sector's "elite positions". Those who actually end up in such positions after their university education, however, have rarely been an object of sociological analysis. There exist a few Swedish studies which have touched the problem, for instance those carried out by Torsten Husén and Ingemar Fägerlind,but these don't specificly study recruitment in the public sector.

We intend to investigate this issue by concentrating our interest on two groups: those who have remained at university as researchers or teachers and those who have attained higher appointments within local as well as central administrations.

We intend to investigate this issue by concentrating our interest on two groups: those who have remained at university as researchers or teachers and those who have attained higher appointments within local as well as central administrations.

With this new investigation we hope to be able to throw light on the relation between the historical situation and the individual careers of the students who started their studies at the Philosophical Faculty (includes Liberal Arts and Social and Natural Sciences) in Lund in the Autumn of 1960 and 1968, respectively.

2. The Content and Organization of Higher Education

KNOWLEDGE TRADITIONS IN THE EDUCATION OF PRE-SCHOOL TEACHERS

Department of Education and Educational Research
University of Gothenburg
Box 1010
S-431 26 MÖLNDAL Sweden

Project leaders: Professor Ference Marton and Jan-Erik Johansson, M.A.

Project period: 1981-84

Abstract: This project describes and analyses the subject 'pre-school methods' in Swedish pre-school teacher education and how this subject is conceived by its lecturers. Pre-school teacher education is a non-academic vocational training which was incorporated into the Swedish higher education system in the reforms of 1977.

The initiate premise is that considerable variability exists between different conceptions of pre-school methods, and that this variation is related to changes that occured both in the pre-schools themselves, and in the education of pre-school teachers. This study is based on interviews with lecturers in pre-school methods and on the analysis of written documents. The methodological approach adopted draws upon a research tradition that studies peoples conceptions of the world around them (i.e. how they structure their reality), on historical studies of knowledge development, and on sociological studies of the development of learned professions. Written materials will be collected to contrast development in the 1930's and 1950's with those in the 1970's.

The results of a preliminary analysis of 31 interviews are that there seems to be three different ways to understand the subject. The first conception is that the practical experience as a pre-school teacher is the ground of the subject. The second is that pre-school methods is the practical application of child psychology; and the third stresses the importance to teach student teachers how to teach children the subject-matter of the pre-schools. If one then studies the aim of the subject in terms of what one expects the pre-school teacher to achieve with the children, there is a clear correlation with the conception of the subject. It is almost only the lecturers with the third conception of the subject, that of teaching student teachers how to teach children, who give didactical examples in the interviews, i.e. examples of how childrens learning can be facilitated. The question, then, is if it is necessary for a lecturer in pre-school methods to transcend her own personal experience as a pre-school teacher in order to be able to see this didactical dimension. - To be published in 1987.

BUREAUCRATS, EDUCATION, AND THE ADMINISTRATION OF SOCIETY

Department of History
Uppsala University
S:t Larsgatan 2
S-752 20 UPPSALA Sweden

Project leader: Associate Professor Svenbjörn Kilander

Project period: 1982-85

Abstract: The purpose of the project is to analyse the education of Swedish bureaucrats and administrators with respect to the ideological content of that education. Does the view of State and society change over time? The problem is being studied in the context of the development of industrial society between 1890 and 1935, with particular reference to the post-secondary education of engineers, economists, lawyers and social scientists. Source materials will include text books, compendia and the reports of official enquires. - To be published in 1987.

IDEOLOGY AND INSTITUTION. THE CHANGE OF UNIVERSITY IDEOLOGY 1880-2000

Department of History of Ideas
University of Gothenburg
Humanisthuset
S-412 98 GÖTEBORG Sweden

Project leader: Professor Sven-Eric Liedman and Associate Professor. Lennart Olausson

Project period: 1983-87

Abstract: An investigation of the connection between the outward organisation of the university, its relation to public administration, its position in society, and certain central complexes of ideas developing and flourishing within the university. The study focuses on Sweden, but comparisons with other countries are of central importance. Its concern will be with three periods: 1890-1900, the 1930's and, finally the 1960's and 1970's.

LIBERTY, DUTY AND SCIENCE. STUDENT ORGANIZATIONS 1945-1970

Department of History of Ideas
University of Stockholm
S-106 91 STOCKHOLM Sweden

Project leader: Professor Nils Runeby

Project period: 1984-88

Abstract: This study focuses on Liberal and Social Democratic student organizations from the 1930's to 1970. The initial assumption is that an important part of the debate conducted within the higher education system occurs in the student associations and that these associations are an important intermediary between universities and "society" (political organisations, "general" cultural debate). The period indicated includes both profound changes in the educational system and a change of climate in public debate. The organizations with which the enquiry is mainly concerned appear to have been relatively close to one another in certain respects and also to have been plunged into such a crisis by developments that they were both dissolved: this makes it particularly interesting to view them in a common perspective. The Social Democratic Party (and government) and its conception of science and of a good university will be discussed in relation to the policy of the Social Democratic Student Organization. The international ideological and political climate constitutes a self-evident frame of reference.

HISTORICAL SCHOOLS IN SCHOLARLY ENVIRONMENTS

Department of History
Uppsala University
S:t Larsgatan 2
S-752 20 UPPSALA Sweden

Project leader: Dr Ragnar Björk

Project period: 1984-88

Abstract: This study is aimed at a systematic comparison of various scientific schools, above all in historical research, bearing different relations to university as a research environment, the aim being to investigate the feasibility of establishing ("introducing"), maintaining, transferring and disseminating ("implementing") a scientific programme within the academic sphere or outside it.

The subject of the study will be a number of historical and social scientific schools. These schools appear with various forms of activity (seminars, associations, editorial boards of journals, institutes) bearing various relations to university as a general organisational framework.

The project will try to establish the strength of these relations and, in due course, draw more general conclusions concerning the prerequisites of success for schools of thought in relation to their academic circumstances and preconditions.

FROM KNOWING HUMAN BEINGS TO A SPECIALIZED SCIENCE. A STUDY OF KNOWLEDGE TRADITIONS IN SWEDISH PSYCHOLOGY

Departments of Theory of Science and History of Ideas
University of Gothenburg
Humanisthuset
S-412 98 GÖTEBORG Sweden

Project leaders: Associate Professors Jan Bärmark and Ingemar Nilsson

Project period: 1985-88

Abstract: This project will investigate how cognitive and social factors worked together when psychology gradually developed into a scientific discipline and a professional speciality. We want to show - with historical reconstructions and theory of science-based studies - how present paradigms have been established, how a "scientification" has been achieved.

This development will be analysed both as a research-based work on psychological theory in the universities and other institutions, and with examples from a number of emerging fields of psychological practice.

3. The Research Function

THE CULTURE AND COMMUNITY OF RESEARCH

Department of Sociology
University of Lund
Box 114
221 00 LUND Sweden

Project leader: Dr. Katrin Fridjonsdottir

Project period: 1982-86

Abstract This project investigates the interplay of cognitive, social and institutional factors in university-based scientific research.

Five disciplines and research specialities are studied as organized units of knowledge production and as employmental organizations. Besides highlighting the socio-cultural characteristics of the units, the project also aims at understanding these features against the cultural and knowledge utilization context.- To be published in 1987.

THE USE OF SECTORAL RESEARCH

Group for the Study of Higher Education
and Research Policy
Department of Political Science
Universitsy of Stockholm
S-106 91 STOCKHOLM Sweden

Project leader: Associate Professor Rune Premfors

Project period: 1982-85

Abstract: A key feature of Swedish research policy is the so-called sectoral doctrine. Some 60 R&D programs at the central government level aim at providing policy-makers and practitioners with research-based knowledge. The project - using interviews, a written questionnaire, case studies and a seminar series - has investigated in what ways and to what extent these programs have been effective in producing useful knowledge. A book reporting the findings of the project will be published in 1987.

HIGHER EDUCATION AND RESEARCH ORGANIZATION

Group for the Study of Higher Education
and Research Policy
Department of Political Science
University of Stockholm
S-106 91 STOCKHOLM Sweden

Project leader: Associate Professor Rune Premfors

Project period: 1984-1990

Abstract: Dr Rune Premfors has been awarded a grant, a six-year associate professorship, which is tied to the person rather than to a project. This grant gives him the opportunity to further develop his studies within his special areas of interest.

HIGHER EDUCATION AND RESEARCH

Department of History
Uppsala University
St Larsgatan 2
S-752 20 Uppsala, Sweden

Project leader: Associate Professor Thorsten Nybom

Project period: 1986-1992

Abstract: Dr Thorsten Nybom has been awarded a grant, a six-year associate professorship, which is tied to the person rather than to a project. This grant gives him the opportunity to further develop his studies within his special areas of interest.

THE ECOLOGY AND MERIT-VALUE OF POST-GRADUATE STUDIES

Department of Education
Uppsala university
Box 2109
S-75002 UPPSALA

Project leader: Professor Urban Dahllöf

Project period: 1985-88

Abstract: This project has a double background. (1) The development of the Swedish research organization at the faculty level has earlier been studied in a long-term perspective with regard to the number of permanent posts as professor etc. In comparison with the other Nordic countries and with some other western states of equivalent size and orientation, Sweden has a low number of professorships in relation to the population size. On the other hand, a very high proportion of the chairs belong to the natural and technical sciences including medicine and related fields. Only 23 per cent of the professors belongs to the cultural sciences, i.e. the humanities, social sciences, law and theology. (2) Within these faculties there are indications of great variations in the number of doctors (mainly Ph.D.s) examined, both at a national level between different 10-year periods and at a local level between different universities and departments.

The project aims at explaining differences of the two types mentioned above. Thus the analysis will mainly take place at the middle level, below the national policy and above the micro-level of the different departments.

Some pilot studies have indicated that the national variations in the output of Ph.D.s during the period 1890-1950 to a great extent seem to be dependent on societal factors external to the universities, while differences between faculties and departments seem to co-vary with specific situational "frame-factors" as well as with characteristics of the graduate students and the professors involved.

Among the external conditions is the high merit-value of the Ph.D. in the specific Swedish rule-system, regulating the competence of the head teachers at senior secondary schools and teacher training colleges, who for a very long period were required to hold a Ph.D. An observation which supports this is the very high number of degrees in research fields corresponding to secondary school curricula and the very low number of Ph.D.s from university fields without such a specific "professional market", e.g. the social sciences.

The main purpose of the project, consequently, is to clarify to what extent educational-ecological factors of the type indicated above provide an explanation of the variations in the numbers of degrees. In the first place the study will concentrate on the humanities and the social sciences. Some comparisons will also be made, primarily with Denmark, Finland and Norway, who partly have followed a different system of rules for head-teacher competence.

KNOWLEDGE AND VISION. CONTEMPORARY IDEAS ON THE HUMANITIES IN RESEARCH AND POLITICS

Department of Theory of Science
University of Gothenburg
Humanisthuset
S-412 98 GÖTEBORG Sweden

Project leader: Professor Aant Elzinga

Project period: 1985-89

Abstract: This project will investigate the position of research in the humanities in Sweden. The project's major questions have their background in: a) the rapid pace of change in the natural and technical sciences and their widespread impact on society; b) recent reorientations in national science policy that focus more sharply on fundamental research and link it to areas of strategic significance; and c) internal discussions within the humanities themselves. In light of the foregoing, and taking its point of departure in a preliminary model of the relationships between science and society, the project will articulate various different actors' concepts of the humanities and their role in society. The empirical frame of reference includes existing knowledge traditions and institutions in the areas of music and literature (or in Swedish - musikvetenskap and litteraturvetenskap), vocational lines of higher education in these fields, and relevant granting agencies and policy advisory bodies like the National Board of Universities and Colleges, the Humanities and Social Sciences Research Council and The National Cultural Advisory Commission (Kulturrådet). In addition to this the cultural concepts of a number of individual researchers will be articulated.

The empirical part of the project is based upon interviews, literature studies and documentation of established policy, as well as colloquys of an interdisciplinary type, involving students, researchers and practitioners.

The theoretical part of the project is designed to capture general as well specific problems and themes in and about the humanities. Apart from seeking to elucidate the situation and various conditioning factors pertaining to research and higher education, our ambition is also to contribute to a policy for humanistic sciences. A rationale for this lies in the rapid and widespread expansion of the natural and technical sciences, which in our day has triggered a response whereby scholars, critics and creative artists in the humanities are challenged to give their interpretations of the contemporary "human condition" of our high-tech societies.

The theoretical analysis will be developed to underpin policy considerations; in this account will be taken of thematic discussions in the international field of "research on research" and the theory of science genre associated with the humanities or humanistic traditions of learning. We also seek to contribute to these discussions.

4. The Educational Function

INTELLECTUAL MATURITY AS AN EDUCATIONAL IDEAL

Department of Philosophy
University of Lund
Kungshuset, Lundagård
S-223 50 LUND Sweden

Project leader: Professor Sören Halldén

Project period: 1981-86

Abstract: The project concerns itself with concepts of maturity and the relationship of these to the student's self-directedness, determined by his attitude to life, feeling for quality and essentiality, and with his opinions concerning techniques of knowledge acquisition. The investigation is typological and analytic. The main emphasis will be on the analysis of written material.- To be published in 1987.

SUBJECT DIDACTIC STUDIES OF RESEARCH TRAINING IN BIOLOGY AND PHYSICS

Department of Education and Educational Research
University of Gothenburg
P.O. Box 1010
S-431 26 MÖLNDAL Sweden

Project leader: Associate Professor Leif Lybeck

Project period: 1983-88

Abstract: The project studies the phenomenon of research training in a content-related pedagogical perspective. Its purposes are:

To chart the conceptions of research training, entertained by supervisors and post-graduate students, by means of interview studies, and to relate these to their conceptions of subject range, knowledge, science and research.

By means of participating studies chart aspects of research training and the interaction between supervisors, student and the cognitive structure of the discipline, with reference to problems arising in the student's thesis.

To study the outward conditions applying to research training in the two fields.

To compare the results in order to gain more fundamental insights for a discussion in a theoretical context.

EDUCATION FOR THE APPLICATION OF STATISTICS. A STUDY OF KNOWLEDGE PERSPECTIVES

Department of Philosophy
Uppsala University
Villavägen 5
S-752 36 UPPSALA Sweden

Project leaders: Dr. Bengt Molander and Dr. Olle Sjöström

Project period: 1983-87

Abstract: The purpose of this project is to examine in a historical and comparative perspective the capacity acquired by students for applying statistics critically and with reflection (both within pure statistics and in its broader application). It will also examine the conceptions of cognition of students, teachers and practicing statisticians of various kinds together with their views concerning the role of statistics. The study will employ content analysis of programme and goal documents, analysis of teaching materials (in various subjects and traditions) and interviews.

INTEREST IN HIGHER EDUCATION AND RESEARCH

Department of Psychology
University of Gothenburg
Box 14158
S-400 20 GÖTEBORG Sweden

Project leader: Professor Lennart Sjöberg

Project period: 1984-88

Abstract: This project is a continuation of our research into study interest. Our intention is to follow three groups of students, viz. technologists studying civil engineering and chemistry at the Chalmers Institute of Technology, and psychology students. An initial collection of data was undertaken by means of a comprehensive questionnaire at the beginning of the autumn 1983, when these students had just commenced their studies. We are particularly concerned with investigating the development of study interest, its relation to various educational experiences and the student situation generally, and its influence, for example, on interrupting studies or on going into postgraduate studies. We will also make special studies of postgraduate students with both theoretical and more applied specialities, and we will undertake certain further studies of upper secondary school students. This latter group continues to attract our interest, mainly because we wish to ascertain whether a certain onesidedness previously observed in the interest make-up of natural scientists and technologists is also present in other groups. We also wish to study the role of tactics in the choice of studies and the apportionment of students' efforts between different subjects.